

Namibia - Quality of General Education and Textbooks

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Overview

Identification

COUNTRY

Namibia

EVALUATION TITLE

Quality of General Education and Textbooks

EVALUATION TYPE

Independent Performance Evaluation

ID NUMBER

DDI-ISG-NAM-EVAL-EDU-2018-v01

Version

VERSION DESCRIPTION

Anonymized dataset for public distribution

Overview

ABSTRACT

The performance evaluation of the MCA-Namibia Education Project activities will, as noted, be primarily a qualitative evaluation with an emphasis on the use of participatory methods to collect primary data. Quantitative methods will be utilized for simple comparisons of planned numeric data (including, where data are available, those outlined in the Namibia M&E Plan) with reported outputs and for description of or studying of the relationships between project investments and changes in learner outcomes. Quantitative methods will complement the qualitative analysis providing the evaluation team a framework for interpreting the qualitative results; addressing the “learning” objective of the evaluation of providing MCC and Namibia Stakeholders lessons learned regarding project strategies and operational decision making and their effect on outcomes.

EVALUATION METHODOLOGY

Ex-Post

UNITS OF ANALYSIS

School, individual

KIND OF DATA

Other

TOPICS

Topic	Vocabulary	URI
Education	MCC Sector	

KEYWORDS

Education Evaluation, Primary, Secondary, School, Quality, Infrastructure, Textbook

Coverage

GEOGRAPHIC COVERAGE

Northern regions (Oshikoto and Oshana) and capital city (Windhoek)

UNIVERSE

A survey is not part of the research methods.

Qualitative data collection included: Key informant interviews at regional and national levels, including interviews with school management and head teachers, regional level officials, schools inspectors, textbook publishers, and representatives from the Textbook Supply Chain Management Unit and the Continuous Professional Development Unit; as well as focus group discussions with teachers, and visits to and observations at six schools supported by the Compact and six that were not supported.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
International Solutions Group	

FUNDING

Name	Abbreviation	Role
Millennium Challenge Corporation	MCC	

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Millennium Challenge Corporation	MCC		Review of Metadata
International Solutions Group (ISG)	ISG		Independent Evaluator

DATE OF METADATA PRODUCTION

2018-02-28

DDI DOCUMENT VERSION

V1, 20180228: Version 01 created on 28 February 2018

DDI DOCUMENT ID

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MCC Compact and Program

COMPACT OR THRESHOLD

Namibia Compact

PROGRAM

The five-year Compact agreement between the Republic of Namibia and the United States (US) Government, acting through the Millennium Challenge Corporation (MCC), was implemented from 2009-2014 and provided US\$304.5 million in grant funding for investments in Education, Tourism and Agriculture. The Compact goal was to reduce poverty in the Republic of Namibia through economic growth. The Compact was implemented by MCA-Namibia working under the auspices of the Namibia National Planning Commission (NPC). The objective of the Compact's Education Project was to improve the quality of the workforce in Namibia by enhancing the equity and effectiveness of basic, vocational, and tertiary education and of technical skills. This objective reflects an abbreviated statement of a more complete rationale for prioritizing the improvement of education quality set out in the Education and Training Support Improvement Program (ETSIP). The ETSIP document cites stagnating productivity growth and shortages of qualified labor necessary to improve productivity and competitiveness. The following two Activities within the Education Project are the subject of this evaluation: the Quality of Education and Improving Access to and Management of Textbooks.

MCC SECTOR

Education (Edu)

PROGRAM LOGIC

The Improving the Quality of General Education Activity involves a large Sub-Activity aimed at rehabilitation and renovation of infrastructure (including teacher housing) and equipment in approximately 47 primary and secondary schools and the funding of training programs for school administrators and teachers. The Activity also includes funding for improvements in

science and computer training facilities at teacher training colleges, and reforms (such as the Continuous Professional Development (CPD) initiative) which are intended to reinforce other outcomes by improving teaching effectiveness and, thereby, learner performance. Key outcomes include: (1) a higher quality of education, which is expected to raise the returns to primary and secondary education given the initial quality and overall skills shortage in Namibia; and (2) reduced failure and repetition rates in the affected schools, which have extremely high costs to the education sector and the Namibian economy generally. Other expected outcomes include: more qualified teachers being attracted to teach at the improved schools; improved daily school operations and management (e.g., a reduction in the number of overcrowded classrooms and "platooning," whereby a shortage of classrooms leads to different classes taking turns using classrooms, which generally limits learning time) resulting from infrastructure improvements and instructional leadership training; and CPD, which put in place a needs assessment system and response mechanisms at a regional and central level intended to allow professionalizing the Namibian teaching force and further improving education quality. Finally, the intervention was also expected to result in increased enrollment in affected schools. Improving Access to and Management of Textbooks includes three Sub-Activities: (1) Textbook Baseline Study, which was used to inform the other two Sub-Activities; (2) Procurement and Distribution of English, Mathematics, and Science Textbooks; and (3) Textbook Management Policy and Training. The overall effort aimed at (i) reducing gaps in textbook provision by supplying textbooks to schools around the country; (ii) increasing the efficiency in textbook delivery by refining the curriculum and improving the procurement process, including the creation of the Supply Chain Management Unit to oversee the entire textbook process; (iii) establishing a per capita capitation allotment formula to determine yearly textbook need, ring fencing the textbook budget; and (iv) developing a textbook management information system as well as textbook usage and management processes and training. Key outcomes include increased number of textbooks arriving to schools within specified timeframes, decreased cost of textbooks, increased quality of textbooks, and improvements in the overall use of textbooks, including their availability to students.

PROGRAM PARTICIPANTS

The majority of schools improved under the Improving Quality of Education Activity, and learners attending those schools, were located in the Northern Communal Areas; however, textbooks procured under the Improving Access to and Management of Textbooks Activity were distributed and intended to benefit learners throughout the country

Sampling

Study Population

A survey is not part of the research methods. Qualitative data collection included: Key informant interviews at regional and national levels, including interviews with school management and head teachers, regional level officials, schools inspectors, textbook publishers, and representatives from the Textbook Supply Chain Management Unit and the Continuous Professional Development Unit; as well as focus group discussions with teachers, and visits to and observations at six schools supported by the Compact and six that were not supported.

Sampling Procedure

To compile a list of schools to be visited, ISG selected six Compact-supported schools, taking into account their locations in the specific regions and circuits, the range of grades offered, and the enrolment numbers in the school. Schools were then be matched to schools that were not supported by the Compact on the basis of similar range of grades and enrolment figures, and preferably same circuit or perhaps adjacent circuit. The sample was based on a combination of purposive considerations.

Deviations from Sample Design

N/A

Response Rate

N/A

Weighting

N/A

Questionnaires

Overview

Primary data collection (key informant interviews and focus group discussions) will be led by the evaluation team. The themes of the discussions will include school infrastructure, textbook program delivery and the impact on learner outcomes and lessons learned regarding implementation of quality improvement initiatives.

Data Collection

Data Collection Dates

Start	End	Cycle
2018-04-04	2018-04-28	1 of 1

Questionnaires

Primary data collection (key informant interviews and focus group discussions) will be led by the evaluation team. The themes of the discussions will include school infrastructure, textbook program delivery and the impact on learner outcomes and lessons learned regarding implementation of quality improvement initiatives.

Data Collectors

Name	Abbreviation	Affiliation
International Solutions Group	ISG	

Data Processing

No content available

Data Appraisal

Estimates of Sampling Error

N/A